**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Topic 16-5 Understanding Area | Area, square unit |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Pose the question: Which covers a bigger surface on a desktop: a cell phone or a notepad? How do you know? Use the interactive learning recording sheet 25. Have students estimate how many square inches are needed to cover the cell phone and notepad. Then have them work with a partner and record what they did on the recording sheet. Refer to Teacher Edition p. 376B | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Area- Discuss what might cover an area such as carpet, grass, paint, etc. Relate area to the area code of their phone number, which represents the area where they live. Give the definition  Square unit- Discuss how unit refers to one person or thing. Relate unit to an apartment building where one apartment is called a unit or a house where each room could be a unit. Give the definition. Record the definitions and draw a picture to represent the vocabulary words in the math journal. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Have students work in groups or partners to solve the area of different sizes of square or rectangular objects with square tiles. Before students measure, have them predict how many square tiles they think will cover the surface of the object. Then have the groups share their findings. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| Have students use graph paper to come up with shapes that have certain areas. Discuss how the shapes can look different but have the same area.  Do examples from Guided Practice (Teacher’s Manual p. 376) and connect it to arrays. How many rows of squares are inside the shape? How many squares are in each row? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| Do Independent Practice Problems in student book or through the digital component. (Teacher Manual p. 376) Remind students of the difference between perimeter and area. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT**  **Quick Check 16-5** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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